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ABSTRACT

The effects of foreign exchange programs on career development and planning of the students involved should be considered. For foreign exchange students to develop the cognitive skills needed in effective transfer of vocational knowledge and skills, students need to engage in cross-cultural career exploration, make career decisions about the relevance of their foreign exchange experiences, and then integrate these experiences as they shape occupational roles in their home countries. Cross-cultural differences involve foreign students' exposure to career information that is to some degree different from their expectations and their previous experiences. Students' perceptions of these differences depend to some degree on their social interests and interpersonal skills. Students who are less outgoing may have more trouble engaging in cross-cultural experiences and integrating such experiences into their occupational plans when they return to their home countries. A model for the evaluation of foreign exchange student programs should be developed; the model should include changes in relevant career behaviors of students that occur during the time of their foreign training and education. (38 references) (KC)

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The Effects of Foreign Exchange Programs on Career Development and Planning

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Abstract

This paper discusses the impact of foreign exchange programs on the career development of international students. An important feature of these programs is that foreign exchange students have to deal with cross-cultural differences in their educational and vocational environments. Sometimes, these differences may be minimized because it is assumed that students are more able to acquire knowledge and to transfer knowledge when the host country settings are perceived as being similar to their home countries. At other times, foreign exchange students are told cross-cultural differences in their educational and vocational environments are of less importance because it is the knowledge acquired in the host culture that will be utilized in their home countries. The emphasis is placed on knowledge acquisition with knowledge transfer being subordinate. In this paper, we will argue that cross-cultural differences in the educational and vocational environments provide the relevant situational factors that can either facilitate or inhibit the career development of foreign exchange students.

One important situational factor in foreign exchange programs is the presence of contextual anxiety or stress associated with deciding which of their educational and vocational tasks may be relevant or be utilized in their careers when they return to their home countries. In the foreign exchange situation, there are a number of significant contextual reasons for students to engage in career exploration activities, so that they can develop the inter-cultural sensitivity needed to understand the ethno-relative nature of cultural differences. More needs to be learned about the reasons why some individuals in these situations explore more than others do. We propose that foreign exchange students need to engage in career exploratory behaviors in their host countries in order to develop a contextual understanding of cultural differences and effectively transfer knowledge and skills from one culture to another. Those exchange students who explore their host country environments are believed to acquire the information about themselves and their fields of study that is necessary to make subsequent wise career decisions about their foreign exchange experiences.

A major career task of international persons receiving foreign training is to explore the host country educational/vocational environments and themselves before they make decisions about the relevance of their experiences to their future careers. In order to achieve this goal they need to develop a contextual sense for dealing with cross-cultural differences regarding their educational and their occupational environments. We assume that students who engage in cross-cultural career exploration are more likely to develop the cognitive skills to transfer or utilize the knowledge and information they learned in one culture to solving problems in another culture.

This paper provides a model of career development and planning for students in a foreign exchange context that may be useful in evaluating educational programs. We have identified some relevant career tasks of foreign exchange students that need to be accomplished if they are to progress in their career planning. Evaluation is needed to assess whether students do engage in these tasks and whether individual differences in these career-related behaviors are related to economic and social indices of effective foreign exchange programs.

The Effects of Foreign Exchange Programs on Career Development and Planning

Institutions of higher education in most countries are increasingly concerned with the exchange of foreign students, because these activities have become a major factor in the evolution of the modern international university. As a consequence, there is a growing need to develop models and procedures for the evaluation of the effects of foreign exchange programs. Such evaluation models can be approached from the perspective of the needs of the students and assess the effects of foreign exchange programs on their personal development as well as their contributions to the economic development of their home countries. Or, evaluation models can focus on the effects of such programs on the host countries and in particular on their universities, training institutions, and communities.

In this paper, we are adopting the former perspective and our discussion will consider the effects of foreign exchange programs on relevant career behaviors of international students. In the case of these students, it is assumed that their education and training in foreign countries can be transferred or utilized in their home countries to enhance occupational productivity and to improve economic conditions. However, if foreign exchange educational programs are to achieve such social and economic goals, they need to positively impact the career behaviors of students so that these experiences become a part of their vocational perspective and goals in their home countries. We will argue that for foreign exchange programs to develop the cognitive skills needed in effective transfer of vocational knowledge and skills, students during their foreign exchange programs need to engage in cross-cultural career exploration, make career decisions about the relevance of their foreign exchange experiences, and then integrate these experiences as they anticipate and shape occupational roles and plans for implementing these roles in their home countries.

In this paper we will argue that a major career development task for students receiving a foreign education is to deal with cultural differences in the ways that the two cultures view the educational and vocational environments. In coping with this task, they will develop the necessary inter-cultural sensitivity and inter-cultural communication competence that will facilitate the effectiveness of transfer of career skills and knowledge from the host countries to their home countries (Bennett, 1986). However, in some cases, students can experience such cultural differences in the environments as distressing, puzzling, and frustrating, with subsequent negative consequences for their career planning and the effective transfer of knowledge. We propose that one factor determining whether these cross-cultural vocational differences have negative or positive consequences for career-related behaviors and transfer of knowledge is whether or not the students perceive them as legitimate cues for engaging in career exploration and planning. If the students perceive the cross-cultural differences as incentives to engage in career exploration they will be more apt to develop an ethno-relative or contextual perspective on cross-cultural vocational differences. Consequently, they will enhance their cognitive abilities to comprehend and meaningfully integrate these cross-cultural differences into their evolving sense of vocational identity and their vocational goals. Thus, if international students are to benefit from their cross-cultural educational

experiences, they must accept the presence of the cultural differences in the educational and vocational environments, explore both the environmental differences and their reactions to them, before they formulate and implement their vocational plans.

Evaluation strategies need to be developed for international student exchange programs that allow us to understand more clearly the potential consequences of cross-cultural experiences on the career development of international students and their effective utilization of knowledge and skills. First, we need to identify the career relevant behaviors engaged in by students and the personal and situational factors in cross-cultural situations that are positively or negatively related to progress in dealing with these career tasks. This paper provides a conceptual model for the evaluation of the cross-cultural career development of students involved in foreign exchange programs. First we will discuss the possible significance of cross-cultural experiences in career development and effective transfer of knowledge. Then we will consider specific career planning tasks that foreign exchange students need to deal with as part of their career development.

Although developing countries invest considerable resources in international education and training programs, there are clearly instances when these programs are not effective in meeting the career development needs of the participants or the home countries. Sometimes, the participants find their education and training not relevant to their future occupations in their home countries, while at other times, home countries find the graduates of international programs unable to work within the social and economic constraints of the country.

International exchange programs are assumed to be a valuable means of meeting the occupational or manpower needs of countries. However, these goals for international education will not be realized if individuals find themselves unable to cope with cross-cultural differences in the educational/occupational environments. In such cases, international exchange programs will not necessarily be a positive force in the career development of students, but instead can contribute to dysfunctional vocational planning behaviors. Furnham and Bochner's review of research (1986) on culture shock suggests that far too often international students may find cross-cultural experiences to be associated with anxiety, depression, confusion, and hostility. Although their review of research has clearly described the high incidence of such cross-cultural stress or shock in the lives of sojourners, there has been little research and few theoretical statements that examine the potential impact of cross-cultural differences in the educational and vocational environments and/or cross-cultural stress on the career development of international students. Since the great majority of international sojourners are students or trainees, this is a serious lack of knowledge and it is important that we develop evaluation models for Odentifying relevant cross-cultural career development and planning behaviors and the factors which impact them.

This paper assumes that the major career development task of international students is to make progress in the formulation and implementation of their vocational plans and that the presence of cross-cultural differences in their environments may either impede or facilitate their efforts. In this paper cross-cultural stress is viewed as a form of contextual anxiety associated with the perception of differences in the educational and vocational

environments. Simply stated, the perceptions of cross-cultural differences may be an impetus to develop inter-cultural sensitivity and communication competence or these perceptions may be experienced as anxiety provoking and inhibit career planning behaviors.

We will argue that international persons who receive education and training in a foreign country need to engage in career exploration as a necessary step in their career development and their development of the cognitive skills needed for inter-cultural transfer of knowledge. We define career exploration as including those activities in which foreign exchange students seek to evaluate their abilities and opinions in the host environment and acquire information from that environment that will facilitate career related decisions, job entry plans, and vocational adjustment (Stumpf, Colarelli, & Hartman, 1983). These cross-cultural exploratory behaviors represent cognitive efforts to develop a coherent occupational identity composed of occupational goals, values, and beliefs which he/she finds personally meaningful and relevant. After engaging in career exploration, foreign exchange students need to make commitments about the relevance of their foreign experiences to their occupational roles in their home countries. Their final task in career planning is to prepare themselves to implement their cross-cultural vocational plans when they return home (see Super, Starishevsky, Matlin, & Jordaan, 1963). Obviously, these career tasks can prove to be particularly troublesome for individuals in a foreign country if they feel inhibited in their efforts to engage in cross-cultural career exploration or they do not think such career exploration is a necessary part of their education.

Research suggests that international students often seek counseling help for educational and career problems. Boyer and Sedlacek (1986), in a survey of international students at the University of Maryland, found that most of their respondents expressed an interest in educational/vocational counseling even though they felt certain about their vocational goals. Manese (1983), in another study of international students at the University of Maryland, reported that career preparation, exploration of job opportunities related to their major, and improvement of writing and speaking skills were their greatest needs. International students' career problems may not be dismissed because they have stated an occupational goal or their country has decided upon their goals. Students should expect that their foreign exchange experiences will provoke significant stress related to cross-cultural educational and career differences and, as a consequence, they should expect to engage in a number of career planning behaviors as part of their foreign education.

Foreign exchange students need to explore and to try to understand the cross-cultural differences in work-related values that they encounter in their host country educational/vocational environments. Obviously, these differences can be more problematic and greater for foreign exchange students who are involved in educational/training situations in cultures which are more "culturally distant" from their home cultures. Still, those foreign exchange students in more "culturally close" host countries should be prepared to understand the significance and meaning of more subtle differences in work-related values and role expectations so that they can develop the inter-cultural sensitivity and communication competence needed for effective transfer of knowledge.

Hofstede (1984) provides a taxonomy of countries based on differences in their work-related values. This model allows you to describe cultural distance between a host culture and a home culture using work-value dimensions. For example, Hofstede's model suggests that persons going from Colombia to Finland might expect to find extreme differences in work-related values, while those going from Belgium to France or from Taiwan to Pakistan might expect to encounter fewer differences. Cultural differences in work values will be reflected in differences in both the role expectations for students and workers, as well as in the different concepts of role competence in the two cultures. For instance, cultural distance in work values are associated with differences in how students' and workers' role skills in two countries are evaluated and judged as satisfactory or not.

Career Development in a Foreign Setting

The first task in developing an evaluation plan for examining career development of foreign exchange students is to identify the critical contextual factors in the foreign exchange environments that can have consequences for their career planning. In this section of the paper, the potential consequences of perceived cross-cultural differences depends on whether they are seen as part of the development of a person's inter-cultural sensitivity and inter-cultural communication competence or if they are seen as signs of maladjustment.

Furnham, and Bochner (1986) conclude that there is general consensus in the literature that cross-cultural contacts are inherently stressful, but there is great disagreement about the causes of cross-cultural stress and the factors which determine how individuals respond to such stressful conditions. Two personal factors related to perception of cross-cultural stress and individual responses to stress are: (a) the cultural distance or the difference between the home and host culture on various dimensions; and (b) the level of social support or the presence of various friendship networks (Furnham & Bochner, 1986). The relationship between cultural distance and cross-cultural stress may be attributed to: (a) differences in role expectations and beliefs about role performance; (b) differences in the world views that individuals use; and (c) differences in sources of social support and instrumental support.

With increased cultural distance, individuals in host cultures would be expected to be more aware of cross-cultural differences and find it more difficult to understand differences in role expectations, more difficult to understand differences in perspectives and world views, and more difficult to understand and utilize different sources of emotional and instrumental support. On the other hand, cultural distance may be positively related to the probability that foreign exchange students will report more intellectual and personal development as a consequence of their educational experiences. One reason that these conditions may be positively related to each other has to do with the role of "surprising" events in personal development. Piaget (1952) observed that surprise may well play a central role in the processes controlling cognitive development. Consequently, it may be argued that whenever international students confront educational and vocational knowledge in the host country that doesn't seem to be consistent with their previous knowledge, a number of important psychological processes are triggered which can be instrumental in promoting the development of cognitive skills for

effective transfer of knowledge. Foreign exchange students can experience intellectual development as the end result of a chain of events beginning with the disruption of cognitive equilibrium by a conflict between incoming information (i.e., host culture educational and vocational data) and information already stored in their central nervous systems (i.e., home culture educational and vocational data). These conflicts have the capacity to motivate curiosity behaviors and cognitive exploratory behaviors that will help the foreign exchange persons reduce their cross-cultural cognitive conflicts and uncertainties. For example, it has been reported (Kealey, 1989; Ruben & Kealey, 1979) that individuals who were the most effective at cross-cultural transfer of knowledge in international consulting and training also experienced greater stress than others in their initial adjustment to a new culture. Similarly, we may find that foreign exchange students who ultimately are most effective in cross-cultural transfer and utilization of knowledge and skills incur more intense acculturative stress in their transition to host country environments.

Research on cross-cultural stress or cultural shock has mostly examined the relationship between cross-cultural stress and psychological and and social adjustment. Given the prevalence of cross-cultural stress, one might expect that this condition could also have consequences for the career behaviors of international students. Evidence for this proposition can be found in the literature that discusses the effects of contextual anxiety on career exploration and planning behaviors (Blustein & Phillips, 1988). Cross-cultural stress may be viewed as a form of contextual anxiety that occurs in cross-cultural learning situations in which persons find themselves engaged in a number of pressing career tasks.

Cross-cultural stress is an important factor in the development of the intercultural sensitivity or the way that foreign exchange students construe and respond to cultural differences in their educational and career environments (Bennett, 1986). The phenomenon of intercultural sensitivity involves developmental changes in the appreciation for the idea that cultures differ fundamentally in the way they create and maintain world views. If foreign exchange students accept the challenge of dealing with cross-cultural differences in their educational vocational environments, they will engage in vocational exploration and develop a mature contextual view of these cultural differences. Bennett (1986) provides a developmental model for viewing stages in inter-cultural sensitivity:

1. Denial or Parochialism. Foreign exchange students use very broad and ambiguous categories to describe differences between the environments or they deny that differences exist.

2. Defense or Denigration. Foreign exchange persons use negative stereotypes and/or attribute undesirable characteristics to individuals in their host countries, or they may assume that one or the other culture is necessarily superior.

3. Minimization or Trivializing. Foreign exchange persons assume that any specific differences between the environments are relatively unimportant compared to more "general spiritual or physical" similarities. In such cases cross-cultural differences are viewed as minimal compared to their broadly conceived common physiological, psychological, or spiritual factors.

4. Acceptance or Ethnorelativism. Foreign exchange persons acknowledge and respect the cultural differences between the home and host countries. Their acceptance includes an ethno-relative understanding of the meaning of contextual differences in preferred role behaviors and cultural values. At this stage of development of inter-cultural sensitivity, foreign exchange persons perceive cultural differences as dynamic processes rather than static characteristics of the two cultures.

5. Adaptation or Empathy. Foreign exchange persons construe host country events "as if" they were members of the culture. Another form of adaptation involves cultural pluralism, or the ability to consider multiple perspectives and to adopt different cultural world views when working on a problem.

6. Integration or Contextual Evaluation. Foreign exchange persons construe cross-cultural differences, and appropriately adapt to these differences as needed. Furthermore, they can construe themselves from various cultural perspectives. For them, ethical judgments about cross-cultural differences are viewed as statements of appropriateness in reference to one or another cultural frame of reference.

This model of inter-cultural sensitivity allows the international educator to described developmental changes in how foreign exchange persons perceive cultural differences in their educational and vocational environments. Each stage of inter-cultural sensitivity represents a type of subjective experience of cultural differences. Inter-cultural sensitivity should be positively related to vocational exploration and progress in vocational planning among international students. As they move to higher stages in their inter-cultural sensitivity foreign exchange students will be more ethno-relative in their view of cultural differences and more capable of effective transfer and utilization of their educational experiences. Students at lower stages of development in inter-cultural sensitivity should experience more cross-cultural stress, engage in less career exploration and show less ability to effectively transfer knowledge and skills. The structure of the host country educational and vocational environments can contribute to the development of inter-cultural sensitivity in foreign exchange students. Foreign exchange programs which tolerate and encourage students to deal with cross-cultural cognitive conflicts and discrepancies in the environment should be more potent places for intellectual development. Moreover, it is necessary for such foreign exchange programs to be places that encourage the kind of cross-cultural dialogue and discussion that can increase the participants' reflective awareness of their knowledge and/or lack of knowledge. Foreign exchange students need to be engaged in "classroom dialogue" about cultural differences in their educational and vocational environments in order for them to develop the level of intellectual awareness needed for effective transfer of knowledge and skills (Prawat, 1989).

Bennett's (1986) developmental model of inter-cultural sensitivity suggests that foreign exchange programs need to provide "challenges" as well as support for students as they deal with the task of trying to understand the significance of cultural differences for their occupational plans. The goal is to develop the foreign exchange student's cognitive skills for making "contextual evaluations" of cultural differences (Perry, 1970). We would expect that foreign exchange students need to develop these cognitive abilities in order to engage in effective transfer of knowledge and skills

from one culture to another. Efforts aimed at increasing foreign exchange students' personal awareness of contextual differences in the educational and vocational environments should be a significant component in their programs.

In developing an evaluation model for foreign exchange programs, efforts need to be directed at obtaining broad-based measures of the "quality of life" in programs. Sorenson's (1987) Life Satisfaction Battery could prove particularly useful in identifying and describing the relevant qualities of foreign exchange programs that may have positive or negative consequences for their career development. This multi-dimensional instrument has been used with individuals from different cultures and allows for the assessment of both positive and negative aspects of foreign exchange experiences. The inventory assumes that most personal unhappiness is the product of disruptive social interactions between individuals and significant others in which the two parties have different role expectations. We suspect that this assumption is particularly applicable to understanding differences in quality of foreign exchange experiences that may have consequences for the career development of students. The Life Satisfaction Blank (LSB) has 190 multiple choice items that can be self-administered. Three kinds of information can be obtained: (a) estimates of subjective well being including significant "quality of life" factors, (b) estimates of possible reasons for a person's level of "well being," and (c) estimates of possible problems confronting the individual about which he/she might seek advice or counseling.

Career Planning Tasks in a Foreign Setting

An evaluation plan for assessing the career development of foreign exchange students assumes that effective progress in career planning promotes cross-cultural transfer of knowledge and skills. Foreign exchange students' progress in career planning involves: (a) engaging in career exploration, (b) making vocational commitments, and (c) taking steps to implement vocational plans in their home countries (Super et al., 1963). Cross-cultural career exploration is viewed as the necessary first step in their vocational planning. Foreign persons who engage in such career exploration are seen as more apt to develop a clear sense of their vocational identity, to develop culturally relevant vocational goals, and to develop realistic vocational plans. In other words, the relevant career behaviors of foreign exchange students include engaging in career exploration, making an occupational commitment with some degree of certainty, and initiating the steps to implement their vocational plans when they return to their home countries.

If Holland's model of vocational personalities and educational/occupational environments (1985) is applied to foreign exchange students, we would expect that their level of satisfaction and their effectiveness in specific educational/occupational environments is related to the congruence between their personalities and the host country environments. Spokane (1985) reviewed over 63 studies on Holland's congruence theory and concluded that there is a consistently positive relationship between person/environment congruence and a variety of job and educational satisfaction and adjustment criteria. Foreign exchange students can be expected to perceive their educational and vocational environments differently than people in their host countries because of the impact of differences in their social learning. When foreign exchange students arrive in their host countries, they will encounter situations which they perceive differently than do the people in their host

countries. These situations may lead them to feel that they have "little in common" with the students and teachers in their host countries or, that their foreign education and training is irrelevant to their needs.

It is important to have foreign exchange students evaluate the relevance of their international education experiences at different points in time. These early stressful experiences of foreign exchange students should not lead them to make premature decisions about the relevance of their experiences. They still may learn to effectively utilize their foreign exchange experiences in their home countries, even though they perceive striking differences in the two environments during the early stages of their sojourns. Ruben and Kealey's (1979) work suggests that the type of person identified as most effective at transfer of skills in a cross-cultural setting may also be the type of person who experiences more stress in his/her initial attempts to adjust to a new culture. Similarly, some of the students who ultimately may make the most progress in their career development in a cross-cultural setting may be expected to experience the most severe initial acculturative stress responses. If foreign exchange students explore the host culture educational/career environment, they will initiate discussions and engage in a variety of relationships with individuals in the host culture. As a consequence, these students may make the most progress in their career exploration and planning in the host culture and also initially report the most acculturative stress and difficulty in adjusting to their new environment.

Now, if Holland's (1985) theory is applied to foreign exchange students, one might expect that these students, as a group, would be more apt to perceive greater differences and less congruence between their personalities and the educational/career environments of their host countries. If the presence of cross-cultural differences in educational/occupational environments is to be expected in foreign exchange programs, then it is important that the evaluation of these programs identifies personal and situational variables that can mediate the effects of perceived environment differences on the career development of foreign exchange students.

Evaluation efforts need to identify both the events that may prove stressful for foreign exchange students and the personal characteristics that can mediate the effects of cross-cultural events on career-related behaviors. For example, Holmes and Rahe (1967) and Johnson (1986) present strategies that could be used for identifying the events in foreign exchange programs that will require significant changes in the ways that students go about their lives, while Bandura's model for "Self Efficacy" (1977) and Lazarus and Cohen's (1977) model of cognitive factors which influence stress could be used to identify individual factors that impact how foreign exchange students will perceive and respond to events in their programs which demand significant life changes.

Career Exploration

In developing an evaluation plan for examining progress in cross-cutural career planning, it is first necessary to assess differences in foreign students' levels of cross-cultural career exploration. Such exploration is viewed as the necessary precursor to effective career planning. Career exploration involves those activities in which foreign students assess themselves in their host countries' educational and vocational environments and compare these evaluations with those which they had made in their own

countries. (See Festinger, 1954, for a discussion of social comparison groups and self-evaluation.) Career exploration is considered to be an important career planning activity that allows foreign students to assess the personal meaning of cross-cultural differences in their educational/vocational environments and to explore issues related to their occupational identity and goals. A measure of vocational exploratory activities needs to assess differences in both self-exploration and exploration of the environment. The Career Exploration Survey (Stumpf et al., 1983) may be useful for describing differences in cross-cultural career exploration. The self-exploration and environmental exploration scales from the Career Exploration Survey (CES) provide an index of career exploratory activities. Blustein and Phillips (1988) adapted the self-exploration scale to provide a more appropriate assessment of self-exploration activities (e.g., thinking of oneself in various career roles) for adolescents. The original CES was developed for individuals who are in transition from college to other vocational and educational endeavors.

Student progress in cross-cultural career planning is viewed as being contingent on engaging in a certain amount of career exploratory behaviors. However, perceptions of cross-cultural differences experienced as either inter-cultural sensitivity or cross-cultural stress can influence the foreign exchange student's career exploration and general level of social interaction in the host country. Since cross-cultural career exploration involves making host country contacts and developing an appreciation for contextual differences in the educational and work environments, there is possibly a strong positive association between career exploration and effective transfer of skills (Hawes & Kealey, 1981). If foreign exchange students engage in cross-cultural career exploration, they will initiate and become involved in career information seeking activities which can heighten their awareness of contextual differences between the two cultures and promote effective cross-cultural transfer of knowledge and skills. Consequently, those foreign exchange students who have social interests and who have effective inter-personal skills should in turn be motivated to engage in more contacts within the host culture, and to engage in more career exploration which can eventually lead to increased effectiveness in cross-cultural transfer of knowledge and skills (Kealey, 1989) and developing skills to access host country knowledge for home country problem-solving (Prawat, 1989).

A concept which is useful in understanding differences in cross-cultural career exploration among foreign exchange students is their expectations regarding novelty, ambiguity, and surprise (Charlesworth, 1969; Streufert & Streufert, 1978). We suggest that students in a foreign environment from different cultures have different basal expectations or tolerance levels for novel and/or surprising experiences. Those students who come from cultures in which they have often encountered surprising or novel kinds of experiences will be more comfortable in less structured host cultures which include a relatively large number of life events are novel and/or surprising. For the students, cross-cultural stress occurs when their host environment is lacking in novelty or surprises. When students in a cross-cultural situation find the level of surprises to be less than they generally expect as part of their daily lives, they may actively seek out or increase their contacts within the host environment. If students find the level of surprises in their host environment to be much greater than they generally expect as part of their daily lives, they may make efforts to reduce their contacts with the host

environment. Students will perceive the cross-cultural differences in their educational/vocational environments as distressful only when they differ significantly in either direction from their personal "normative expectancies" regarding "surprise" and "novelty" in their daily lives.

Foreign students' expectancies regarding the role behaviors of persons in their host country educational/vocational environments can also influence their levels of career exploration. If the students' initial expectancies about how others in their host environments will behave are not confirmed, they may be forced to engage in more exploratory behaviors in their environments to learn more about the differences in personal perspectives among individuals with whom they interact. Only through such increased contacts and exploration will they then be able to develop an understanding of the differences in personal perspectives regarding roles in a particular cultural environment (Kelly, 1963).

Career Decidedness

After having engaged in a variety of career exploration behaviors, international students need to make a career decision with some degree of certainty (Fuqua, Newman, & Seaworth, 1988; Jones, 1989; Larson, Heppner, Ham, & Dugan, 1988). These decisions are a commitment to particular vocational plans that allow them to integrate their home country and host country educational/career experiences. Career exploration in the host culture is an important precursor to making effective cross-cultural career decisions. International students need to make a career decision during the foreign exchange experiences that incorporates their host country and home country experiences and allows them to implement their vocational plans before they return home. Jones (1989) suggests a model for evaluating vocational decision status that may be applied to foreign exchange students. He recommends asking three questions to assess vocational decisions:

1. How decided are you about your choice of an occupation or career?

2. How comfortable are you with where you are in the process of making this choice?

3. For what reasons are you decided or undecided?

These three areas--decidedness, comfort, and reasons for decisions--form a model of vocational decision status (Jones, 1989) that may be effectively used in the evaluation of cross-cultural career planning. The concept of vocational decision status, in contrast to the concept of career indecision, is more inclusive and differentiated and it includes decided as well as undecided persons. The concept also includes a measure of comfort, and it includes measures of reasons for being decided or undecided. Jones' (1989) research suggests that international educators may need to differentiate those students who are decided-uncomfortable from those who are decided-comfortable. Moreover, it may be important to identify the reasons that international students give for making or not making career decisions, because their progress in career planning may be more related to their reasons for their vocational choices than to whether they have decided on a career or not. International students may indicate that they have decided on a career or someone else has decided on a career for them, but differ significantly in their level of

comfort with the career decision. Since level of comfort with your career decision is related to trait anxiety, it provides a measure of career decision status that may be particularly relevant to examining the career problems of international students.

The first career planning task of international students involves career exploration in the host culture, while the second involves arriving at a vocational decision or commitment with some degree of comfort or certainty. However, in evaluating cross-cultural career development it may be useful to examine the relationships between the responses to these two career planning tasks. In other words, how does the level of career exploration of international students influence their vocational decision status, including their comfort with their decisions and the reasons that they give for being decided or undecided about their career choice. One possible perspective on understanding differences in vocational decision status of international students is to concurrently examine differences in their vocational exploratory activities.

The Career Decision Scale (CDS; Osipow, Carney, & Barak, 1976) provides a strategy for evaluating career decidedness of foreign exchange students. This inventory identifies barriers that are perceived as preventing an individual from making career decisions. A number of studies have reported low to moderate correlations between measures of vocational maturity and this measure of career decidedness (Fretz & Leone, 1982; Osipow, 1980). These research studies suggest that the evaluation of the career maturity of international students should not be based solely on whether they have or have not made career decisions. Some types of career decisions may not necessarily contribute to high levels of job satisfaction and/or job satisfactoriness in the home culture. Unless career decisions of international persons reflect vocational exploration and self-assessment they may indicate little more than responses to multi-cultural stress and could contribute to more serious problems in career development (Blustein, 1988).

Blustein, Devenis, and Kidney (1989) proposed that differences in career exploration and occupational commitment are related to differences in the manner by which individuals explore and commit to their ego identity in late adolescence. If cross-cultural experiences are assumed to provide a contextual challenge to the identity formation process in late adolescence, it may be that the career planning behaviors of international students are a reflection of their progress in resolving the identity vs. identity diffusion psychosocial developmental task. Marcia (1966) provides a conceptual model of ego identity status that describes how individuals resolve identity issues in their lives. The two developmental tasks of exploration and commitment provide a way of understanding both identity formation and career development. In terms of ego identity development, exploration includes the consideration of alternative perspectives regarding both ideological and interpersonal issues. While commitment involves the attainment of a clear sense of self-definition about these issues. Marcia (1966) describes four types of ego identity status which may be related to how international students deal with vocational exploration and decision making in a cross-cultural setting:

1. **Moratorium Status.** Individuals who are engaged in exploration but have not made any commitments.

2. **Identity Achievement Status.** Individuals who have gone through a period of exploration and have made commitments.

3. **Identity Diffusion Status.** Individuals who have not engaged in exploration or made any commitments.

4. **Foreclosure Status.** Individuals who have made commitments without having engaged in exploration. They merely adopted the values of authority figures.

Bennion and Adams (1986) developed a measure of the four ego identity statuses, the Extended Objective Measure of Ego Identity Status (EOM-EIS). This is a 64-item measure that yields scores for each of the four ego identity statuses (diffusion, moratorium, foreclosure, and identity achievement). There are 16 items for each of the four identity statuses and the scores on each subscale provide an index that represents the relative presence of each identity status. It seems likely that differences in ego statuses among international students could be related to their progress in formulating and implementing appropriate vocational plans. Blustein et al. (1989) provide some empirical support for the proposition that identity exploration and commitment activities are closely related to career exploration and planning activities.

Career Implementation

The third career planning task of international students involves preparing to take necessary steps to implement their vocational plans. An important part of this task includes shaping a personal concept of their occupational roles that synthesizes their individual career expectations, their host country experiences, and the situational role determinants in their home country (Super, 1980). The process of implementing their occupational choices needs to begin before international students return to their home countries. In order to effectively implement their occupational plans when they return to their home countries, international students need to have achieved an understanding of the concept of role as applied to career planning (Sorenson, 1987; Super, 1980).

First, they need to identify any differences in occupational role expectations and then consider how their personal views for their occupational role may differ from those of significant others in the two cultures. As a consequence, they should begin to shape a view of their occupational role that allows them to synthesize their cross-cultural experiences and yet function effectively in their home country work environment. This role shaping process enables the international student to make some decisions regarding the suitability of particular vocational opportunities in their home country.

Second, the international student needs to understand and evaluate his/her performance in his/her chosen occupational role when he/she returns to his/her home country. This self-evaluation activity includes estimating how satisfied and how successful the international person expects to be in his/her chosen occupational role.

For international students, the process of implementing their occupational plans in their home countries involves a decision point that occurs when they

are still in the host culture. Super (1980) argues that such decision points occur in career development before and at the time of taking on a new role, of giving up an old role, and of making significant changes in the nature of an existing role. As the international students anticipate their return home, they encounter an important decision point in their career development having to do with choosing strategies to implement their vocational plans. This decision point in the career development of international students often is a consequence of having to deal with specific personal and situational determinants of role performance.

International students' progress in implementing their vocational plans when they return home will be influenced by their willingness to become involved and initiate contacts with individuals in the home culture. Those students who utilize their cross-cultural experiences for environmental and self-exploration may also be expected to have stronger interpersonal skills and social interests, and as a consequence they may find it easier to engage in the relevant social behaviors associated with returning home and implementing their vocational plan.

It would seem plausible that those foreign exchange students who were most successful in mastering the host culture environment should be most successful in dealing with re-entry to the home culture environment (Bandura, 1977). The reason being that individuals who succeed in their host culture environments should build their confidence and increase their willingness to engage in similar social exchanges when they return home. A review of re-entry research (Sussman, 1986) suggests that re-entry stress may be more severe than initial entry culture shock and that differences among individuals' home cultures play a significant role in determining effective re-entry adaptation.

An important personal characteristic that will influence the vocational planning and implementation behavior of international students is their social interests and interpersonal skills. It is somewhat surprising that international students who are more socially oriented and skilled in interpersonal relations are found to adapt more effectively to the host culture but still experience the most initial cross-cultural stress and also experience the most initial re-entry stress (see Kealey, 1989). The social and interpersonal attitudes of international students can also influence their willingness to take steps to implement their vocational plans when they return to their home countries. For instance, Phillips and Bruch (1988) argue that shy and socially anxious individuals may be less willing to assert themselves with potential employers because they are very concerned with negative feedback and try to avoid receiving disapproval by others. In some cases, international students may be less assertive in approaching re-entry vocational planning because they have no way of judging expectations about appropriate assertive vocational planning behaviors in their home countries. In foreign exchange programs, those international students who are less outgoing would be expected to find it more difficult to engage in career exploration and career information-seeking activities in the host culture and subsequently find it equally difficult to engage in vocational planning when they return home.

Conclusion

This paper proposes that cross-cultural educational experiences can either facilitate or inhibit career planning of foreign exchange students. Cross-

cultural differences involve foreign students' exposure to career information that is to some degree different than their expectations and their previous experiences. Given this situation, even if the international person has made a home-culture occupational decision, when they enter the host culture, they will confront situations that demand multi-cultural career exploration, career decisions, and occupational planning.

The evaluation of foreign student exchange programs can emphasize the examination of relevant input characteristics of students and predictions of academic achievement. Or the evaluation strategies can emphasize measures of outcomes of foreign exchange programs such as economic indicators of educational efficiency. In this paper we have argued that evaluation of foreign student exchange programs needs to also identify changes in relevant career behaviors of students that occur during the time of their foreign training and education.

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